



Model Lesson Plan

Social Studies

Grade 7 - 8 - Topic 28 - Education and Assimilation - Timeline of Indian Education

Stage 1 - Desired Results

Established Goals:

- Demonstrate understanding of American Indian perspectives and other cultural perspectives about schooling and the Boarding School Period, especially as these affect MT Indians. (GLE 7-8.4.4)
- Identify and differentiate ways regional, ethnic and national cultures influence daily lives and personal choices. (GLE 7-8.6.5)
- Analyze conflicts resulting from cultural assimilation and cultural preservation among ethnic and racial groups in Montana, especially MT Indians. (GLE 7-8.6.3)

Understandings:

- Each MT tribe had ways of educating their youth in the past. (GLE 7-8.6.5)
- Cultural assimilation has caused conflict among and within MT Indian tribes; some of the conflict involves the pain associated with forced assimilation during the Boarding School Period and the Termination Period. (GLE 7-8.4.4;6.5)
- Cultural assimilation has multiple effects—many of these are negative. (GLE 7-8.4.4)
- The impacts of education on Native American children, past and present have both positive and negative consequences. (GLE 7-8.4.4;6.5)

Essential Questions:

- How did Native American children learn within their tribes? (gender roles, for example)
- What other ways of learning are there?
- What do the roles of Elders play in the learning of Native American children (past and present)?
- How did U.S. government policy impact education for Native Americans? Why?
- Why were boarding schools started? Why were day schools started?
- What is assimilation?
- What assimilation situations occurred in Montana tribes in the past?
- What are the contemporary issues about education within Montana tribes today?

Students will know...

- Problems and effects associated with cultural assimilation.
- Ways in which some tribes educated their youth in the past.

Students will be able to...

- Demonstrate their knowledge of the negative and positive impacts of education on Native American students (i.e., boarding school impacts, day school impacts, assimilation).
- Demonstrate their knowledge of U.S. government policies that impacted education.
- Demonstrate their knowledge of contemporary Indian education issues regarding cultural assimilation.

Stage 2 - Assessment Evidence

Performance Tasks:

- In groups, create a timeline of Indian education. This could include, artifacts and pictures. In groups display the timeline created and give a brief overview for class members.
- Demonstrate knowledge of positive, negative impacts of education on Indian students, U.S. government policies and their effects on education, and contemporary Indian education issues.
- Read and write a brief report on a book (see list below) which illustrates the impacts of education for Indian students.

Other Evidence:



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

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Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will be creating a timeline of Indian education (group task) and each student will read and write a brief book report. Have information about the Boarding School Era ready for each group to read and discuss. Use Stan Juneau's (2001) *A History and Foundation of American Indian Education Policy*, pp. 19-28, Chapter 4 on the Boarding School Era. You may wish to read/lecture on this, and then have students read the part on Montana boarding schools.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions will have more than one answer, depending on viewpoints expressed.
- E= Teacher guides discussion and class activities, ensuring that students as a group, and in discussion, understand the terminology, and the begin to understand the implications of cultural assimilation.
- R= Students discuss what they have learned in small groups. The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= In groups, students perform research to make a timeline of Indian education, taking notes and discussing/recording significant events. After they have finished, they evaluate their work, reflecting on (write/tell) what they have learned (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities and IEP.
- O= This will probably take 1-2 class periods for the assignment and discussion; discussion of the definitions is essential; this sets up the work. A reminder of the definitions should be completed before assessment occurs.

Vocabulary/Concepts:

- Assimilation, cultural preservation, gender roles, boarding school, day school.

Resources:

- Juneau, Stan. (February, 2001). *A History and Foundation of American Indian Education Policy*. Helena, Montana: Office of Public Instruction. Available at www.opi.mt.gov/IndianEd

Books For Students to Read:

My name is Seepeetza, by Shirley Sterling

American Indian Stories, by Gertrude Bonnin (Yankton), Zitkala-Sa

"Mush Hole", Memories of a Residential School, by Maddie Harper (Ojibway)

No Parole Today, by Laura Tohe (Dina')

Rabbit Proof Fence, by Doris Pilkington

Recommended Grade 6-8 Teacher Professional Reading Resource:

Adams, David Wallace, *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*. 1995, b/w photos. The title says it all. Here, Adams chronicles the U.S. government's policy of education as warfare in its relentless effort to subjugate the Indian nations through the children. Excellent for teachers and upper-grade students. (Oyate Review, available online)

Posters:

Indigenous Heroes

Teaching Respect for Native Peoples—from www.oyate.org

Web Sites:

www.oyate.org

www.opi.mt.gov/IndianEd

TEACHER NOTES

This lesson will take about 3 class periods. If the learning activity involves reading a book, the student should continue reading his/her selected title after the lesson's conclusion.